



WALKER-GAMBLE ELEMENTARY

2358 Walker-Gamble Road
New Zion, SC 29111

Grades	PK-5 Elementary School	
Enrollment	610 Students	
Principal	Sheila C. Floyd	843-659-2102
Superintendent	Connie J. Dennis, Ph.D.	843-659-2188
Board Chair	Dr. George Green	843-659-4917

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Good
2009	Average	Excellent
2008	Average	At-Risk
2007	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

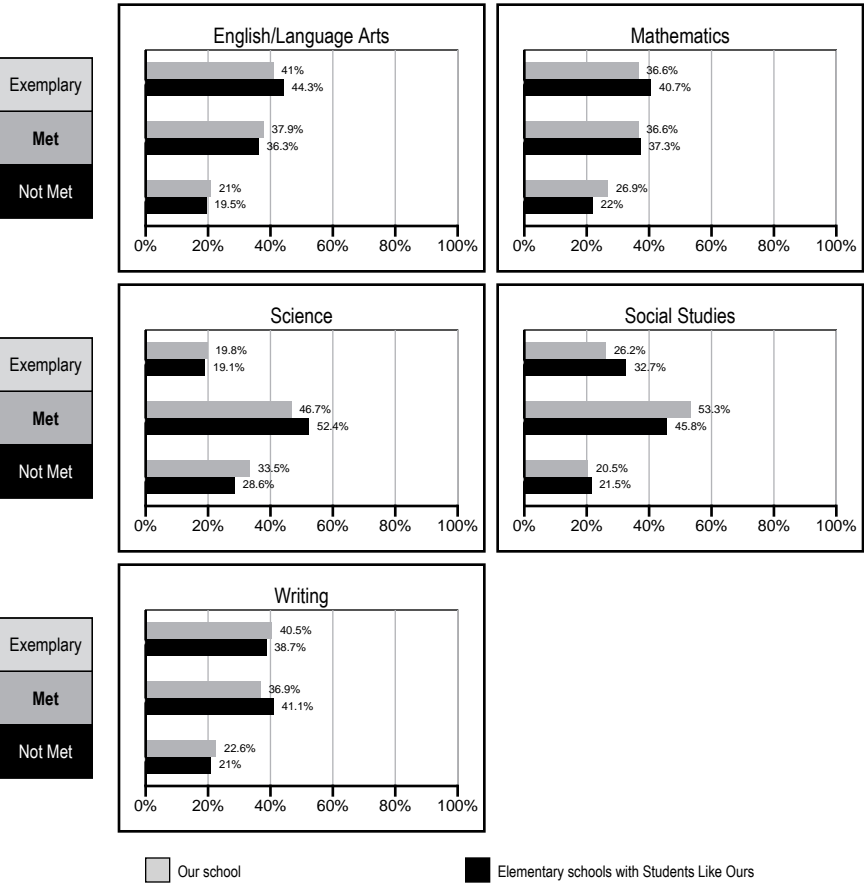
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	40	37	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms	
Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=610)				
First graders who attended full-day kindergarten	95.3%	Down from 97.6%	100.0%	100.0%
Retention rate	3.0%	Down from 3.8%	1.1%	1.1%
Attendance rate	94.9%	Up from 94.3%	96.1%	96.2%
Served by gifted and talented program	5.8%	Down from 15.7%	16.5%	13.4%
With disabilities other than speech	6.9%	Down from 9.9%	4.5%	4.1%
Older than usual for grade	3.3%	Down from 4.5%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	55.9%	Down from 56.1%	60.8%	62.5%
Continuing contract teachers	94.1%	Up from 82.9%	89.8%	88.2%
Teachers returning from previous year	96.6%	Down from 99.2%	88.4%	87.8%
Teacher attendance rate	95.6%	Down from 96.2%	95.3%	95.2%
Average teacher salary*	\$44,615	Down 3.5%	\$46,395	\$46,773
Professional development days/teacher	12.1 days	Down from 12.4 days	10.7 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 19.6 to 1	20.5 to 1	19.9 to 1
Prime instructional time	90.0%	Up from 89.6%	90.4%	90.4%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.8%	Down from 95.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,340	Down 3.1%	\$6,810	\$7,447
Percent of expenditures for instruction**	69.3%	Down from 70.3%	68.4%	68.4%
Percent of expenditures for teacher salaries**	64.8%	Down from 65.1%	65.9%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

As we closed the 2010-2011 school year, we encouraged all, both young and old, to review their goals and accomplishments for the past year. Then, we are able to begin making plans for the new school year using the information from our reflections and assessments. That is how the school year goes...quickly working through this task and this assignment, while planning and preparing for the next. That time of continual check-up helps to keep us moving in positive directions that build on our past and build for our future. Walker-Gamble has a great history of accomplishments and successes, and we have a great opportunity for a great future as well. We have the students, teachers, assistants, parents, volunteers and community support that it takes to make, and maintain a great program, and we always want to keep our school and programs strong.

This year again, we made some great accomplishments. We were honored by the Education Oversight Committee once again, as a Silver Award Winner for academic achievement results. We received national recognition for many of our students and our classes as they placed as top scorers in the WordMasters competition. Throughout the course of the year, we had students who excelled as Math and Spelling Masters. Each quarter, a group of students earned honors as Honor Roll winners, and outstanding readers in the Accelerated Reader program. Beyond the academic arena, we had students who were recognized monthly as Good Citizens for their attitude, effort and behavior. Another group had the opportunity to show their skills in the arts through participating in local and state contests, and another group presented a grand performance of the play, "Go Fish," under the direction of Mrs. Bertie Nesbitt, Mrs. Myra Tyler and Mrs. Becki Poston. Many parents and school volunteers also worked with the students and the teachers in this production, and it gave a lot of students the opportunity to showcase some of their musical, artistic and theatrical talents.

Not only do our students work to excel and improve their skills and abilities, but our faculty and other staff members do as well. We attend meetings, courses, and workshops every year to further our own development. Several school committees also work each year to promote progress in many areas such as technology, early childhood, school safety, and essays and posters to name a few. Mrs. Amy McGee, who was nominated as last year's School and District Teacher of the Year, was recognized by the Bojangles Corporation and the local franchise owner, Mr. Hugh Smith. The company donated books to the school in her honor. We were proud to elect Mr. Bennie Knowlton as this year's Teacher of the Year, and then to see him selected as the District Teacher of the Year as well.

Character development continues to be a vital and integral part of our programs and our daily operations. We incorporate character lessons in all settings and utilize the powerful tool of modeling appropriate character attributes and good citizenship in all we do. As we are cognizant of the childhood obesity problem facing the entire nation, coupled with the lack of physical activity for many children, our physical education department has continued their efforts to promote student and community wellness through physical activities, and our cafeteria staff has made modifications in the products and items they serve. Also vital to us all is the care of our earth and our natural resources, so we try to do our part in recycling efforts yearly. It is our hope and effort to continue to provide a high quality program of academics surrounded with the personal and social skills to help our students become stable and productive citizens of our school, our community, and the world.

Sheila C. Floyd, Principal
Brenda Huggins, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	87	42
Percent satisfied with learning environment	96.9%	94.1%	92.9%
Percent satisfied with social and physical environment	96.6%	93.1%	92.5%
Percent satisfied with school-home relations	96.9%	87.4%	92.9%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CA
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	313	96.8	18	38.8	43.3	87.9	83.5	82.4	Yes	Yes
Gender										
Male	157	95.5	20.8	43.1	36.1	84	78.3	78.7	N/A	N/A
Female	156	98.1	15.2	34.5	50.3	91.7	89.2	86.2	N/A	N/A
Racial/Ethnic Group										
White	211	98.1	11.6	38.2	50.3	91.5	88.1	88.9	Yes	Yes
African American	84	92.9	32.4	39.2	28.4	81.1	70.1	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	16	100	35.7	42.9	21.4	71.4	80	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	57	82.5	42.2	24.4	33.3	62.2	51.3	48.1	No	No
Migrant Status										
Migrant	10	I/S	I/S	I/S	I/S	I/S	87.5	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	38.5	46.2	15.4	69.2	78.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	177	94.4	27.2	44.9	27.8	82.3	76.2	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	313	100	26.8	36.1	37.1	80.9	81.2	81.9	Yes	Yes
Gender										
Male	157	100	30.5	31.1	38.4	78.8	78.5	79.9	N/A	N/A
Female	156	100	23	41.2	35.8	83.1	84.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	211	100	18.2	35	46.8	88.2	86.8	88.9	Yes	Yes
African American	84	100	46.3	36.3	17.5	62.5	63.6	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	16	100	42.9	50	7.1	78.6	88	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	57	100	61.8	18.2	20	41.8	43.3	47.3	No	Yes
Migrant Status										
Migrant	10	I/S	I/S	I/S	I/S	I/S	87.5	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	46.2	46.2	7.7	76.9	87	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	177	100	39.9	39.3	20.8	70.2	72	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	212	100	33.2	45.5	21.3	66.8	66.4	68.6
Gender								
Male	113	100	36.1	40.7	23.1	63.9	64.3	68.3
Female	99	100	29.8	51.1	19.1	70.2	69	68.9
Racial/Ethnic Group								
White	146	100	20.7	51.4	27.9	79.3	76.8	80.7
African American	54	100	59.6	32.7	7.7	40.4	41.5	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	11	100	I/S	I/S	I/S	I/S	35.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	38	100	63.9	16.7	19.4	36.1	38.6	35.7
Migrant Status								
Migrant	8	I/S	I/S	I/S	I/S	I/S	41.7	42.9
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	31.3	60.7
Socio-Economic Status								
Subsidized meals	116	100	51.9	38	10.2	48.1	49.5	57.3

Social Studies

All Students	214	100	21.3	52.5	26.2	78.7	73.9	72.5
Gender								
Male	111	100	21	47.6	31.4	79	72.8	72
Female	103	100	21.6	57.7	20.6	78.4	75.3	73.1
Racial/Ethnic Group								
White	146	100	15.8	51.1	33.1	84.2	79	81
African American	55	100	32.7	55.8	11.5	67.3	59.6	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	11	100	I/S	I/S	I/S	I/S	64.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	42	100	45	35	20	55	49.2	40.5
Migrant Status								
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	60	69.7
Socio-Economic Status								
Subsidized meals	122	100	32.2	50.4	17.4	67.8	65.1	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	90	93.3	21.7	37.3	41	78.3	77.8	73.2	94.9	95.9
Gender										
Male	36	88.9	21.9	37.5	40.6	78.1	74.1	67.2	95	95.9
Female	54	96.3	21.6	37.3	41.2	78.4	81.1	79.4	94.8	96
Racial/Ethnic Group										
White	64	95.3	13.1	39.3	47.5	86.9	85.5	81.5	94.9	95.9
African American	20	90	52.9	23.5	23.5	47.1	51.4	61.3	94.9	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	96.9	96.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	66.7	95	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	N/A
Disability Status										
Disabled	16	75	66.7	16.7	16.7	33.3	25	26	93.2	94.1
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	40.5	96.2	96.8
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	65.7	95.1	95.9
Socio-Economic Status										
Subsidized meals	50	94	34.8	37	28.3	65.2	64.8	63.2	94	95.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	101	99	20.4	27.6	52	79.6
	4	96	96.9	13.5	39.3	47.2	86.5
	5	99	100	18.8	46.9	34.4	81.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	109	91.7	20.6	32	47.4	79.4
	4	112	99.1	19.4	39.8	40.8	80.6
	5	91	100	13.6	45.5	40.9	86.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	101	100	33.7	32.7	33.7	66.3
	4	96	100	15.7	44.9	39.3	84.3
	5	99	100	26	46.9	27.1	74
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	109	100	37.7	30.2	32.1	62.3
	4	112	100	18.3	42.3	39.4	81.7
	5	91	100	23.9	36.4	39.8	76.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	52	98.1	45.1	31.4	23.5	54.9
	4	96	97.9	23	51.7	25.3	77
	5	49	100	34.7	49	16.3	65.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	55	100	50	31.5	18.5	50
	4	112	100	25	53.8	21.2	75
	5	45	100	31.8	43.2	25	68.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	51	100	24.5	46.9	28.6	75.5
	4	92	100	15.3	56.5	28.2	84.7
	5	51	96.1	41.3	43.5	15.2	58.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	56	100	25.9	48.1	25.9	74.1
	4	110	100	15.7	57.8	26.5	84.3
	5	47	100	28.9	44.4	26.7	71.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	101	98	35.1	29.9	35.1	64.9
	4	95	95.8	18.8	38.8	42.4	81.2
	5	99	96	25.5	43.6	30.9	74.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	90	93.3	21.7	37.3	41	78.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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